
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Sister Joanita Koors, OSF
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name St. Mary School
(As it should appear in the official records)School Mailing Address 209 Washington Street
(If address is P.O. Box, also include street address)

<u>North Vernon</u>	<u>IN</u>	<u>47265-1138</u>
City	State	Zip Code+4 (9 digits total)

Tel. (812) 346-3445 Fax (812) 346-5930Website/URL http://www.seidata.com/~stmarys/ E-mail stmarys@seidata.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date _____
(Principal's Signature)Name of Superintendent* Ms. Annette "Mickey" Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Archdiocese of Indianapolis Tel. (317) 236-1430 or 1-800-382-9836 Ext. 1430

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____
(Superintendent's Signature)Name of School Board
President/Chairperson Mrs. Rose Ann Wiley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other (Briefly explain)
N/A TOTAL

2. District Per Pupil Expenditure: N/A
Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	14	14	28		7	9	11	20
1	14	10	24		8	5	7	12
2	16	14	30		9			
3	10	17	27		10			
4	12	9	21		11			
5	15	16	31		12			
6	10	16	26		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								219

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>98</u> % White |
| <u>1.5</u> % Black or African American |
| <u>0</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>.5</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	213
(5)	Subtotal in row (3) divided by total in row (4)	.014
(6)	Amount in row (5) multiplied by 100	1.4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %

11 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5.7 %
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 1 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 8 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 8 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> </u>	<u> 1 </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 6 </u>	<u> 6 </u>
Total number	<u> 15 </u>	<u> 9 </u>

12. Average school student-“classroom teacher” ratio: 27:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.9	97.8	97.5	97.9	97.4
Daily teacher attendance	97.1	97.0	97.3	97.2	97.2
Teacher turnover rate	0%	3%	13%	13%	30%
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

St. Mary School is a Catholic elementary, K-8 parish school located in the small rural town of North Vernon, Indiana (population 8,400). It is in Jennings County (population 27,210) and approximately 65 miles south of Indianapolis. St. Mary School and Parish are part of the Archdiocese of Indianapolis.

In 1865 St. Mary Parish established the school, building a two-room, two-story construction behind the church. In 1907 a new, three-story school was built to accommodate growing enrollment for grades one through eight. More classrooms were added in 1954 and a Parish Center was built in 1991 to house the kindergarten, gym, cafeteria, kitchen and meeting rooms. Through a major parish capital campaign in 1999, the school was completely renovated and modernized with additional classrooms and restrooms, new windows, state of the art technology and telecommunications, new heating/air conditioning system and library expansion.

St. Mary School is the only Catholic school in North Vernon and Jennings County and the only K-8 school in the county. Enrollment has increased by fifty-four percent over the past twelve years, rising from 142 students in 1991 to 219 students in 2003. Former students from St. Mary School rank consistently in the academic top ten percent of their high school classes. St. Mary School was the first in the county to inaugurate a full day kindergarten five years ago. Parish subsidy, tuition, and development fundraisers finance the school.

St. Mary School average percent passing ISTEP (Indiana Statewide Testing for Education Progress), for all grades tested, has been above the 95th percentile in the state for the past five years. This year, 98% of all students tested in grades 3, 6, and 8 passed ISTEP. Reasons for high scores include exemplary teaching, student work and interest, and parental involvement. Staff turnover has decreased from 30% six years ago to 0% last year.

St. Mary School believes:

- Every child is a precious gift of God, created with unique talents and learning abilities.
- Every child has a right to learn in a safe and positive school environment.
- Each individual child is a valued member of the learning community and treated with respect and dignity.
- Children learn Christian morals, values, and good citizenship on a daily basis.
- There must be strong relationship built on trust and open communication between families, schools, community and abilities so no child is left behind.
- Curriculum and instruction must be engaging and challenging, focusing on student needs

St. Mary School has a rich tradition of quality Catholic education, instilling in students a desire to do their best, to excel educationally, to use their God-given talents, to grow spiritually and to serve humankind.

St. Mary School Mission Statement

“We, the Students and Staff of St. Mary School, are committed to strengthening our relationship with Jesus Christ. We strive to see each other as precious gifts and valued, respected members of our learning environment.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Standardized Test Results Show High Achieving Students

St. Mary School is fully accredited by the State of Indiana and, as such, administers the state-mandated Indiana State Test of Educational Progress (ISTEP+). The Indiana State Test of Educational Progress is a comprehensive test of basic and essential skills that all students (100%) in grades three, six and eight complete. No student is excluded from taking this test. The State did not report data from sub groups of students taking test because there are no economic or cultural groups that are statistically significant among those tested at St. Mary School.

Test results from the Fall 2003 ISTEP show St. Mary's students extremely successful. 100% of the third graders passed language arts; 100% of third graders passed math; 100% sixth graders passed language arts; 96% of the sixth graders passed math; 100% of the eighth graders passed language arts; and 100% of the eighth graders passed math. State averages are as follows: grade three language arts (75%); grade three math (72%); grade six language arts (69%); grade six math (73%); grade 8 language arts (65%); grade 8 math (71%).

The current year's ISTEP, plus data obtained from the Indiana Department of Education's website (www.doe.state.in.us) shows the average percent passing ISTEP (grades 3, 6, 8 combined). In this combined average St. Mary School, North Vernon ranks above the 95th percentile for all grades tested for the past five years. Students at St. Mary School consistently show high performance on standardized tests.

The 2001 ISTEP results from grade eight placed St. Mary School in the top ten percent of students passing ISTEP that year according to the Indiana Department of Education and the Indianapolis Office of Catholic Education. Again this year, 2003, 100% of our eighth graders passed the ISTEP in both language arts and math. Verification was given through the Indiana Department of Education and Indianapolis Office of Catholic Education that this year's test results would place St. Mary School in the top ten percent of schools passing the state test. Data tables and charts shown in the appendix indicate the superior scores of St. Mary School compared to the State averages. Test data indicates high achieving students and an exemplary education.

2. Assessment Data Leads to Improved Student and School Performance

St. Mary School seeks to provide continuous school improvement for each student. The Indiana Statewide Testing for Educational Progress (ISTEP) has been given each year to grades 3, 6, and 8. The State is now implementing this test in grades 4, 5, and 7. St. Mary School studies the results of this test very carefully. Using standardized test results and data helps us track each student's successes and areas of needed improvement. Essential skills and state standards at each grade level are studied. Test data is used to measure achievement, progress and need for remediation. Anticipated NCE is measured against the obtained NCE to reveal student achievement versus ability on the CTB Terra Nova test given in grade two each year.

Test results help determine a student's need for remedial programs such as Title I Reading and Math or other tutorial options. Teachers use test results to pinpoint strengths and weaknesses in the curriculum and instruction. As a school we set goals and action plans to improve areas of concern. Five years ago the school incorporated the Accelerated Reading Program into the curriculum to foster better growth in reading. Last year we began the Accelerated Math program to provide extra challenge, enrichment, practice and remediation. Both programs are computerized and let students succeed at their own pace. Students are given a pretest to find a starting point. Progress is monitored throughout the year and a posttest is given at the end of the year to measure growth.

Test data is used to drive instruction. Indiana Academic Standards are studied. As new textbooks are being adopted, the teachers study their quality and content to see if they meet the Standards. Professional development opportunities provide the staff with assessment tools, ideas and guides to improve student learning.

3. Communications

St. Mary School web page (<http://www.seidata.com/~stmarys>) contains general and specific information about the school. It is updated weekly. Communication via email is also most frequently used.

St. Mary School communicates student performance, including assessment data, to parents, students and the community in various ways. Test results are sent home to the parents with narrative reports explaining the data. Parent/teacher conferences are held to explain the test results verbally and determine special needs. Class and school summaries of the tests are charted and given to the parents, School Commission, parishioners. Results are printed in the local newspapers. We also post the results on our web page.

Each week a school newsletter is sent home with the students featuring the "Good News" of St. Mary School, along with all pertinent information needed for the week. Teachers also send a weekly newsletter home. These are also all posted on our website.

Assessment data is on the Indiana Department of Education's website. St. Mary School data is listed with this data. It is there one can find how well our students are doing academically.

School brochures, newsletters, church bulletins, Alumni Notes, radio announcements, power point presentations....all try to tell the good news about student effort and achievement at St. Mary School.

4. Sharing Success with Other Schools

A wise person once said, "You win more by attraction than by promotion." We do both at St. Mary School. God has blessed us with a great school filled with 219 beautiful children, eager to learn and a staff of dedicated teachers. We welcome visitors at all times. People coming to St. Mary School see great things going on.

- Students learning in a safe, clean and happy environment
- School staff united, supportive and willing to go to any length to help another
- Students praising God in song at our weekly Masses
- Students tutored by teachers after school
- Students participating in the Math Bowl and Spell Bowl Competitions

- Students giving power point presentations and reports
- Computer classes enhancing learning
- Eighth graders taking high school algebra
- Seventh and eighth graders being inducted into the Junior National Honor Society
- Service projects helping needs of others
- Students explaining science fair projects
- St. Mary School Band participating in weekly Masses
- Academic excellence in each classroom
- Students writing and presenting plays
- Teachers making accommodations so every student can learn
- Accelerated reading and accelerated math meeting needs of students
- Students participating in the athletic program
- Students and staff praying, learning, and enjoying life together

St. Mary School is also promoted through the school website, newsletters, bulletins, newspapers, brochures, letters, announcements and meetings. Any success we have comes from God. As a gift from God we gladly share it with others.

St. Mary School has hosted technology workshops for other schools, held in-services, hosted Archdiocesan meetings, etc. Teachers from other schools come to observe our technology, math and reading programs.

Being a possible No Child Left Behind Blue Ribbon School would be a wonderful success story to share. We try very hard to leave "no child behind" academically, spiritually, emotionally or physically. We are a small school where every child counts, every child is important, every child can learn, every child is loved, every child is successful....and that is what makes us successful.

PART V – CURRICULUM AND INSTRUCTION

1. St. Mary School Curriculum

St. Mary School has a comprehensive curriculum program that challenges all students with significant content, based on high standards in our kindergarten through grade eight, elementary school. Academic progress for all students in each of the curriculum areas is part of the mission of St. Mary School. Religion, language arts, reading, English, math, science, social studies, art, music, Spanish, etymology (Latin), and physical education are all core subjects taught at St. Mary's.

Teachers match the Indiana Academic Standards to curriculum content to be sure no part of the academic standards is missing in the curriculum. Using Indiana's Academic Standards Curriculum Framework helps to supplement the curriculum by offering ways to match classroom instruction with Indiana's Academic Standards. Supplemental instruction and materials are used to augment curriculum areas. Accelerated reader and accelerated math have proven to be a definite positive enrichment component of our instruction. Extra activities such as the Science Fair, Art Fair, Math Bowl and Spell Bowl competitions, musicals, band, spelling bees, speech and essay contests, all add to the educational excellence of St. Mary School.

St. Mary School textbook adoptions are kept current with the State Adoption Cycles to ensure continuity, clarity and relevance. Current book adoptions also keep up with the requirements of tracking student progress and Curriculum Standards. Technology is inter-twined in all curriculum areas to enhance instruction and give students immediate feedback, as well as the most current knowledge and database. Students use the computer lab, classroom computers and library computers on a regular basis for research, enrichment, remediation, and general use.

Spanish is taught to students at St. Mary School in grades one through eight. Students in the primary grades also have the option of attending Saturday Classics, all day workshops for Spanish, French and German. The seventh and eighth graders learn Latin in their etymology classes as part of the core curriculum.

Students of St. Mary School have consistently scored well above the average on national and state tests. Test results show our students in the top 10% in core curriculum areas. Teachers and administrators use test results to help diagnose areas for growth in the curriculum and instruction. Measures are then taken to correct weaknesses and enhance learning.

This year St. Mary School began its first Chapter of the Junior National Honor Society. Even with the scholastic bar being raised to a cumulative grade average of 95 percent, St. Mary School had sixty-six percent of the seventh and eighth graders being inducted into the Junior National Honor Society for the first time. These students had a 95 percent average or above in the core curriculum areas throughout their years at St. Mary School.

2. St. Mary School Reading Curriculum

St. Mary School has an enriched reading curriculum in which every student shows daily progress. We use a State approved reading adoption series as the basal text. English, reading, writing and spelling all combine to make up the Language Arts Program. These subjects are taught individually and as a group. Teachers augment the reading series by using novels, SRA labs, and the Accelerated Reading Program. Through the accelerated reader, a student reads a library book followed by a comprehension quiz on the computer. The computer keeps track of progress for each child. Teachers require so many accelerated reader points per grading period.

Teachers use themes or units to enhance the reading curriculum, also. Social Studies often becomes a part of this instruction. An example would be reading and studying about the presidents, Martin Luther King, the Civil War and the Holocaust. Teachers also get students enthusiastic about reading by using various incentives and projects that motivate students to read.

As part of the reading curriculum in the seventh and eighth grade, the homeroom teacher combines social studies, reading and language arts to research the Civil War, do a research paper, present a power point presentation of the war (or a facet of its effect on people), write a play about the Civil War, direct the play and present it to the school, parents and community.

Using data from test scores and teacher observations and recommendations, students struggling in reading are given extra tutorial help through the Title I Reading Program. Classroom teachers tutor students after school to make sure every student is learning.

Reading is a high priority at St. Mary School. With the recent school renovation we expanded the library, doubling its size. New books are always being purchased. Software is used for the accelerated reading books. New shelves were built to house the additional books.

3. Math Meets Essential Skills

St. Mary School strives to see each other as precious gifts and valued, respected members of our learning environment. As such, teachers and staff members are very conscientious about making sure each student is learning all the essential skills in each curriculum area. An example of this would be in our math curriculum.

Looking closely at the Indiana Academic Standards, the current math textbooks used at St. Mary School and the results of state and national tests given on a yearly basis, our staff measures the strengths and areas of concern with our math program. When gaps seem to occur, special instruction is given with supplemental materials.

This past year, after studying research and observing the Accelerated Math Program in another school, we invested in the program for our students in grades four through grade eight. The students are excited about the program because they can go at their own pace. It is self-motivating. Already we have had to buy math libraries above their respective grade levels to keep ahead of them. We have had to purchase additional resource math books. Teachers are seeing an improvement in student attitude toward math. Because the program uses the computer, scanners and laser printers, the feedback is immediate. This program also pinpoints each essential skill in math. Students must succeed with each skill.

Our students compete on an academic math bowl team (Math Academic Team for Hoosiers) sponsored by the Indiana Principals Association for the Indiana Competition for Academic Excellence. Last year they came in first place in their league. We look for a first place again this year!

4. Instructional Methods

St. Mary School uses a variety of instructional methods to enhance learning for each child. Instructional methods are appropriately used at each grade level.

Technology is used at all grade levels to help students achieve higher levels of learning. This could include learning eye/hand coordination, using the mouse in kindergarten, to learning to do power point presentations for social studies in the middle and upper grades. Students use the Internet daily for additional classroom instruction. Word processing helps with student writing skills. We are blessed at St. Mary School to have an up-to-date computer lab and additional computers in each classroom. We open the computer lab for Internet classes for others, also.

Teachers share instructional method ideas with one another, as well as, observing instructional techniques from teachers of other school. Teachers attend in-services in which they learn various ways to help students learn. Sometimes it takes coming up with a team plan to help a child learn due to his/her ability and individual educational plan.

Teachers interact with the students, instructing them via “hands-on” activities, science experiments, researching in books and the web, direct instruction, chalkboard, overhead projector, and many activities that help students retain what they learn.

Educationally focused field trips also enhance learning, such as participation in the Columbus Philharmonic Orchestra, exploring fossil beds in southern Indiana, seventh and eighth grade trip to Washington, DC.

Students learn by doing and by becoming self-motivated. Each teacher strives to find those ways of instruction that make learning interesting, challenging and enjoyable while teaching the essential skills student need today in order to be successful tomorrow.

5. Professional Development

Professional development is the key that sparks the interest and motivation of St. Mary School staff to continue to grow and change in order to meet the ever-changing demands of teaching our youth of today. We must keep abreast of new ideas, techniques and learning. With every goal and action plan in our Continuous School Improvement Plan, we have a professional development goal or activity. Professional development is intertwined with each segment of our Continuous School Improvement Plan. Staff members are expected to attend educational workshops, classes, conferences and in-services.

Raising math scores was one of our goals. Teachers attended an accelerated math workshop, observed the program in another school, met to evaluate the program and later purchased the program at St. Mary School for grades four through eight. Because of its success and student enthusiasm the math program is being considered in grades two and three.

We have been recognizing more and more students with special needs. Our teachers have attended in-service conferences regarding special needs children. We hosted a Special Needs In-Service at St. Mary's. As a result of the workshop, two of our teachers took a Special Needs Multi-Sensory Reading Class. They were able to receive college credit for the class. Most of all, they implemented new ideas into their teaching. There is a need in this area for our staff to know more about these special children and we are trying to accommodate these needs by learning more through professional development opportunities.

Teachers have attended the Math and Language Arts Rubrics Workshop sponsored by the Indiana Department of Education and came back to share ideas with the staff. This will help in preparing students to meet the academic standards.

State and federal professional grant monies help provide financial support for these many professional development opportunities. Other financial support comes through school budget, archdiocese, and various grants.

Professional development is a commitment of St. Mary School. Our faculty and staff strive to keep abreast of new programs that enhance learning. Topics for continuing education include (but not limited to) assessment, technology, special needs, school safety, math, language development, science, art, faith formation, and social behavior. All teachers and staff members are encouraged to take advantage of professional development opportunities in order to give our students the best possible education.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): National Catholic Education Association

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>1,110</u> K	\$ <u>1,110</u> 1 st	\$ <u>1,110</u> 2 nd	\$ <u>1,110</u> 3 rd	\$ <u>1,110</u> 4 th	\$ <u>1,110</u> 5 th
\$ <u>1,110</u> 6 th	\$ <u>1,110</u> 7 th	\$ <u>1,110</u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u> </u> Other				

2. What is the educational cost per student? \$ 2796
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 42
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3.8 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 6.6 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

<u>GRADE 3</u> <u>MATHEMATICS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	27	23	29	28	28
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	100%	87%	90%	89%	96%
Students Below Standard (Did not Pass)	0%	13%	10%	11%	4%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	72%	67%	71%	71%	73%
Students Below Standard (Did not Pass)	28%	33%	29%	29%	27%

<u>GRADE 3</u> <u>LANGUAGE ARTS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	27	23	29	28	28
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	100%	96%	93%	93%	96%
Students Below Standard (Did not Pass)	0%	4%	7%	7%	4%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	75%	73%	67%	65%	69%
Students Below Standard (Did not Pass)	25%	27%	33%	35%	31%

<u>GRADE 6</u> <u>MATHEMATICS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	26	29	21	21	27
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	96%	97%	90%	95%	93%
Students Below Standard (Did not Pass)	4%	3%	10%	5%	7%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	73%	67%	62%	64%	62%
Students Below Standard (Did not Pass)	27%	33%	38%	36%	38%

<u>GRADE 6</u> <u>LANGUAGE ARTS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	26	29	21	21	27
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	100%	97%	90%	76%	85%
Students Below Standard (Did not Pass)	0%	13%	10%	24%	15%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	69%	70%	54%	53%	57%
Students Below Standard (Did not Pass)	30%	30%	46%	47%	43%

<p align="center"><u>GRADE 8</u> <u>MATHEMATICS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill</p>					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	12	8	6	12	8
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	100%	100%	100%	92%	83%
Students Below Standard (Did not Pass)	0%	0%	0%	8%	17%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	71%	67%	67%	65%	64%
Students Below Standard (Did not Pass)	28%	33%	33%	35%	36%

<p align="center"><u>GRADE 8</u> <u>LANGUAGE ARTS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year – 2003 Publisher – CTB McGraw Hill</p>					
Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	September	September	September	September	September
ST. MARY SCHOOL SCORES					
Number of Students Tested	12	8	6	12	8
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
Students At/Above Standard (Passing)	100%	88%	100%	92%	83%
Students Below Standard (Did not Pass)	0%	12%	0%	8%	17%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	65%	65%	69%	69%	70%
Students Below Standard (Did not Pass)	35%	35%	31%	31%	30%

DOCUMENTATION: Indiana State Department of Education Website – www.doe.state.in.us



Year	Grade 8 Pct Passing ISTEP Language Arts Standard	
2003-04	95th Percentile	100%
	State Average	66%
	Saint Mary School	100%
2002-03	95th Percentile	97%
	State Average	65%
	Saint Mary School	88%
2001-02	95th Percentile	100%
	State Average	69%
	Saint Mary School	100%
2000-01	95th Percentile	100%
	State Average	69%
	Saint Mary School	92%
1999-00	95th Percentile	97%
	State Average	70%
	Saint Mary School	83%
1998-99	95th Percentile	97%
	State Average	71%
	Saint Mary School	100%
1997-98	95th Percentile	100%
	State Average	74%
	Saint Mary School	75%

[Documentation](#)



Year	Grade 8 Pct Passing ISTEP Math Standard	
2003-04	95th Percentile	100%
	State Average	72%
	Saint Mary School	100%
2002-03	95th Percentile	100%
	State Average	68%
	Saint Mary School	100%
2001-02	95th Percentile	96%
	State Average	67%
	Saint Mary School	100%
2000-01	95th Percentile	95%
	State Average	65%
	Saint Mary School	92%
1999-00	95th Percentile	94%
	State Average	64%
	Saint Mary School	83%
1998-99	95th Percentile	94%
	State Average	64%
	Saint Mary School	90%
1997-98	95th Percentile	96%
	State Average	67%
	Saint Mary School	100%

[Documentation](#)